Field/Clinical Experience Observation of Jessica Torres

Observation of Candidate **Jessica Torres**

* Teacher: **Heather Cantrell**
* Supervisor: **James Martin**
* Observation Date: **3/23/12**
* School: **Fairview Elementary**
* Grade: **3**
* Subject: **Reading**
* Observation Type: **Announced  Formal  60**
* Topic of Lesson: **Cause and Effect**

Candidate Class: **Student Teaching**

**Planning**

* Instructional Plans: **5 Significantly Above Expectations**   **Evidence:**
* Student Work: **5 Significantly Above Expectations**   **Evidence:**
* Assessment: **4**   **Evidence:**

**Environment**

* Expectations: **5 Significantly Above Expectations**   **Evidence:** Student expectations were clearly stated and all students demonstrated interest in the lesson taught.
* Managing Student Behavior: **4**   **Evidence:**
* Environment: **5 Significantly Above Expectations**   **Evidence:**
* Respectful Culture: **5 Significantly Above Expectations**   **Evidence:** Mutual respect demonstrated by both Ms. Torres and the students.

**Instruction**

* Standards and Objectives: **5 Significantly Above Expectations**   **Evidence:** Content Standard: 1.0 The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and not- print text. Common Core Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence. TLW gain the knowledge to identify the cause and effect in a story. TLW be able to identify the cause and effect relationship in a text. TLW be able to identify cause/effect in their daily lives. 3.1.spi.12. Identify stated cause and effect relationships in text.
* Motivating Students: **5 Significantly Above Expectations**   **Evidence:**
* Presenting Instructional Content: **5 Significantly Above Expectations**   **Evidence:**
* Lesson Structure and Pacing: **4**   **Evidence:** ;The lesson was well taught. The only suggestion offered was that while reading the book Alexander and the Terrible, No Good, Very Bad Day, Jessica might benefit by moving at a slightly faster pace.
* Activities and Materials: **5 Significantly Above Expectations**   **Evidence:** Cause/Effect Brain Pop, Cause/Effect chart, Alexander and the Terrible, No Good, Very Bad Day, Cause/Effect sentence strips, Sentence pocket chart, Treasure Hunt bag, The Day Jimmy's Boa Ate the Wash and the bag for it, If You Give a Pig a Pancake, If You Give a Mouse a Cookie, If You Give a Moose a Muffin, Cause/Effect Graphic Organizer, Index Cards, Cause/Effect Quiz.
* Questioning: **5 Significantly Above Expectations**   **Evidence:** Constant teacher/student questioning took place throughout the lesson, reflecting various types of questions.
* Academic Feedback: **5 Significantly Above Expectations**   **Evidence:**
* Grouping Students: **5 Significantly Above Expectations**   **Evidence:**
* Teacher Content Knowledge: **5 Significantly Above Expectations**   **Evidence:**
* Teacher Knowledge of Students: **5 Significantly Above Expectations**   **Evidence:**
* Thinking: **5 Significantly Above Expectations**   **Evidence:**
* Problem Solving: **5 Significantly Above Expectations**   **Evidence:**

**Areas of Strength:**

**Area(s) to Improve:**

**Additional Comments:** Jessica taught a well planned lesson utilizing multiple forms of instruction and activities. The children raised their hands to participate in question and answer sessions. Students were also able to create their own examples of cause and effect. Jessica appeared comfortable in the classroom and demonstrated a thorough knowledge of her students.